Virginia / Support for School Improvement (SSI)

Indicator Report - School Indicators

Virginia SIP - Rapid Improvement

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

ID01   A team structure is officially incorporated into the school improvement plan and school governance policy. (36)

ID02   All teams have written statements of purpose and by-laws for their operation. (37)

ID03   All teams operate with work plans for the year and specific work products to produce. (38)

ID04   All teams prepare agendas for their meetings. (39)

ID05   All teams maintain official minutes of their meetings. (40)

ID06   The principal maintains a file of the agendas, work products, and minutes of all teams. (41)

ID07   A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

ID08   The Leadership Team serves as a conduit of communication to the faculty and staff. (43)

ID10   The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

ID11   Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)

ID13   Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE05   The principal participates actively with the school's teams. (56)

IE06   The principal keeps a focus on instructional improvement and student learning outcomes. (57)

IE07   The principal monitors curriculum and classroom instruction regularly. (58)

IE08   The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)

IE09   The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)

IE10   The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)

IE13   The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development

IF01   The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)

IF02   The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)

IF03   Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)

IF04   Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)

IF05   Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)

IF06   Teachers are required to make individual professional development plans based on classroom observations. (70)

IF07   Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)

IF08   Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

IF10   The principal plans opportunities for teachers to share their strengths with other teachers. (74)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

IIA01   Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IIA02   Units of instruction include standards-based objectives and criteria for mastery. (89)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery

IIB01   Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)

IIB02   Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)

IIB03   Unit pre-test and post-test results are reviewed by the Instructional Team. (93)

IIB04   Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

IIB05   All teachers re-teach based on post-test results. (95)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities

IIC01   Units of instruction include specific learning activities aligned to objectives. (96)

IIC03   Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments

IID02   The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID07	The Leadership Team monitors school-level student learning data. (105)
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09	Instructional Teams use student learning data to plan instruction. (107)
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Curriculum, Assessment, and Instructional Planning - Extended Learning Time

IIF01	Time management and scheduling approaches are implemented to enhance and/or extend learning time to better meet the needs of students. (2797)
IIF02	The school provides all students extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs) to keep them on track for promotion. (2798)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction

IIIA08	All teachers review the previous lesson. (117)
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA10	All teachers stimulate interest in the topics. (119)
IIIA11	All teachers use modeling, demonstration, and graphics. (120)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation

IIIA13	All teachers explain directly and thoroughly. (122)
IIIA14	All teachers maintain eye contact. (123)
IIIA15	All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16	All teachers use prompting/cueing. (125)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning

IIIA17	All teachers re-teach when necessary. (126)
IIIA18	All teachers review with drilling/class recitation. (127)
IIIA19	All teachers review with questioning. (128)
IIIA20	All teachers summarize key concepts. (129)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction

IIIA21	All teachers re-teach following questioning. (130)
IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26	All teachers encourage students to check their own comprehension. (135)
IIIA27	All teachers verbally praise students. (136)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work

IIIA28	All teachers travel to all areas in which students are working. (137)
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Computer-Based Instruction

IIIA35	Students are engaged and on task. (144)
IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (149)

Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents

IIIB01	All teachers maintain a file of communication with parents. (150)
IIIB02	All teachers regularly assign homework (4 or more days a week). (151)
IIIB03	All teachers check, mark, and return homework. (152)
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

Classroom Instruction - Expecting and monitoring sound classroom management

IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC04	Students raise hands or otherwise signal before speaking. (159)
IIIC05	All teachers use a variety of instructional modes. (160)
IIIC06	All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC08	All teachers display classroom rules and procedures in the classroom. (163)
IIIC09	All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (165)

Formative Assessment - Formative and Summative Assessments

VA01   There is evidence of a common language and level understanding among staff members when discussing formative assessment. (1600)

VA02   Staff members can explain what distinguishes formative assessments from summative assessments. (1601)

VA03   Staff members can explain where and how formative assessments fit in the big assessment/data picture. (1602)

VA04   Staff members can explain the key benefits of formative assessments in terms of student learning and responsive teaching. (1603)

VA05   Staff members clarify goals and success criteria with students (including models of what "good" work looks like) so that students have a clear idea of what they need to do to succeed. (1604)

VA06   Staff members can explain formative assessments in relation to the zone of proximal development. (1605)

VA07   Staff members pre-plan and identify the type of evidence of learning they will gather from students. (1606)

VA08   Staff members plan ways to involve students in assessing their own progress. (1607)

VA09   Staff members use feedback to respond quickly to students' learning needs. This includes on the spot changes during a lesson (when it is obvious students are not understanding), as well as anticipating where students might struggle and planning ahead to address those needs. (1608)

VA10   Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These include strategies for gathering information such as on-the-fly, planned, and curriculum embedded assessments. (1609)

VA11   Staff members know the critical elements of effective formative assessments. (1610)

VA12   Staff members can identify formative assessment practices in action when observing videos of classroom teaching or during peer observations. (1611)

VA13   Staff members understand the nature and purpose of learning goals and success criteria, and how they are related to each other in formative assessment practice. (1612)

VA14   Staff members can "make a case" for formative assessment and why it's indispensable for effective teaching and learning to a colleague/parent/student. (1613)

Formative Assessment - Checking for Understanding

VB01   Staff members use a variety of techniques to check students' understanding during oral discourse (such as accountable talk, retellings). (1614)

VB02   Staff members check students' understanding through purposeful questioning (such as formulating higher order questions). (1615)

VB03   Staff members use a variety of techniques during questioning to increase participation and check for ALL students' understanding (such as response cards, hand signals). (1616)

VB04   Staff members use a variety of techniques to check students' understanding through writing across the curriculum (such as RAFT, interactive writing, quick writes). (1617)

VB05   Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers). (1618)

VB06   Staff members check students' understanding minute-to-minute and day-by-day and address misunderstandings quickly so they do not go undiagnosed for prolonged periods of time. (1619)

VB07   Staff members provide adequate wait time during questioning to give students time to think and provide thoughtful responses. (1620)

| VB08 | Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These include strategies for gathering information such as on-the-fly, planned, and curriculum embedded assessments. (1621) |

Formative Assessment - Feedback

VC01	Staff members use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students. (1622)
VC02	Staff members use feedback to respond quickly to students' learning needs. This includes on the spot changes during a lesson (when it is obvious students are not understanding), as well as anticipating where students might struggle and planning ahead to address those needs. (1623)
VC03	Staff members provide students with feedback that clearly communicates where they are going, where they are now (relative to the learning goal or target), and what they can do to close the gap. (1624)
VC04	Staff members help students own their learning, e.g., giving them 2nd and 3rd tries to correct their mistakes. (1625)
VC05	Staff members plan ways to increase and support the student's role in their learning – metacognition, self-regulation, peer feedback, students as instructional resources for one another. (1626)

Stakeholder Engagement - Family and Community Engagement

VD01	Programs that engage and support family members are provided. (2799)
VD02	Multiple communication strategies are implemented that are culturally and linguistically appropriate and support engaged communication and conversations with all stakeholders. (2800)
VD03	Family-focused supports, wraparound services, and outreach that engage family members in programs and services are provided. (2801)

REQUIRED for Targeted Interventions - Targeted Intervention Indicators

TA01	REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)
TA02	REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)
TA03	REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)

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